

Co-Teaching Models

Co-Teaching	Strengths	Drawbacks	Materials/set-up Responsibility limitations
<p><u>Alternative (Differentiated)-</u> Alternative teaching strategies are provided. Two different approaches to teaching the same information are presented. The learning outcome is the same for all students however the avenue for getting there is different.</p>			
<p><u>Team Teaching</u> –well planned, team taught lessons that exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>			
<p><u>One teach, one assist-</u> an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. The assisting teacher lends a voice to students or groups who would hesitate to participate or add comments.</p>			

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<p>One teach, one observe- one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. The teacher doing the observation is observing specific behaviors. It is important to remember that either teacher can take on both roles.</p>			
<p>Station Teaching—the co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. An independent station can be used along with the teacher led stations.</p>			
<p>Parallel Teaching- each teacher instructs half the students. The two teachers are addressing the same instructional material. The greatest benefit to this approach is the reduction of student to teacher ratio. Parallel teaching may incorporate slightly different approaches (e.g. one-auditory; one-kinesthetic or visual).</p>			